

Accommodations

Based on

Student Characteristics

Utah State Office of Education

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Examples of Possible Accommodations Based on Student Characteristics

| Student Characteristic: Blind, Low Vision, Partial Sight * See the Assessment Participation and Accommodation Policy for exceptions | | |
|--|---|---|
| Category | Accommodations to Consider for Instruction | Accommodations to Consider for Assessments |
| Presentation | <ul style="list-style-type: none"> • Large print • Magnification devices • Braille • Nemeth Braille code • Tactile graphics • Read aloud • Audiotape or compact disk (CD) • Screen reader • Large print of Braille notes, outlines, and instructions • Descriptive video • Talking materials | <ul style="list-style-type: none"> • Large print • Magnification devices • Braille • Nemeth Braille code • Tactile graphics • Read aloud* |
| Response | <ul style="list-style-type: none"> • Express response to a scribe through speech • Type on or speak to word processor • Type on Braille • Speak into tape recorder • Use calculation devices (e.g., talking calculator with enlarged keys, abacus) • Use personal note taker | <ul style="list-style-type: none"> • Express response to a scribe through speech* • Type on or speak to word processor with grammar and spell check disabled* • Type on Braille • Use calculation devices (e.g., talking calculator with enlarged keys, abacus) if Texas Instruments 86 or below* |
| Setting | <ul style="list-style-type: none"> • Change location so student does not distract others • Change location to increase physical access • Change location to access special equipment | <ul style="list-style-type: none"> • Change location so student does not distract others* • Change location to increase physical access* • Change location to access special equipment* |
| Timing and Scheduling | <ul style="list-style-type: none"> • Extended Time | <ul style="list-style-type: none"> • Extended Time except on some subtests of the Iowa Tests* |

| Student Characteristic: Communication Disorder * See the Assessment Participation and Accommodation Policy for exceptions | | |
|--|---|--|
| Category | Accommodations to Consider for Instruction | Accommodations to Consider for Assessments |
| Presentation | <ul style="list-style-type: none"> • Screen reader | <ul style="list-style-type: none"> • Screen reader or speech to text except on language arts tests* |

Student Characteristic: Deaf, Hard of Hearing

* See the Assessment Participation and Accommodation Policy for exceptions

| Category | Accommodations to Consider for Instruction | Accommodations to Consider for Assessments |
|---------------------|--|--|
| Presentation | <ul style="list-style-type: none"> • Sign language • Audio amplification devices • Screen reader • Visual cues • Written notes, outlines, and instructions • Videotape and descriptive video • Provide advanced organizers and outlines or lectures for student to follow • Use gestures (e.g., point to materials) • Repeat questions and responses from classmates • Allow student to copy notes from classmate • Use captioned versions of instructional films and include script when possible • Give interpreter instructional materials in advance • Learn manual signs and teach them to hearing classmates • Allow student to use telecommunication device | <ul style="list-style-type: none"> • Sign language except on some language arts tests* • Audio amplification devices • Screen reader or speech to text except on language arts tests* |
| Response | <ul style="list-style-type: none"> • Express response to scribe or interpreter • Type on or speak to word processor • Use spelling and grammar assistive devices • Use visual organizers • Use graphic organizers | <ul style="list-style-type: none"> • Express response to scribe or interpreter* • Type on or speak to work processor with grammar and spelling disabled* • Use visual organizers • Use student-generated graphic organizers* |
| Setting | <ul style="list-style-type: none"> • Change location to reduce distractions • Change location so student does not distract others • Change location to increase physical access (e.g., minimize background noise, face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish) | <ul style="list-style-type: none"> • Change location to reduce distractions* • Change location so student does not distract others* • Change location to increase physical access (e.g., minimize background noise, face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish)* |

Student Characteristic: Weak Manual Dexterity, Difficulty with Pencil, Difficulty Typing on Standard Keyboard

*** See the Assessment Participation and Accommodation Policy for exceptions**

| Category | Accommodations to Consider for Instruction | Accommodations to Consider for Assessments |
|-----------------|---|---|
| Response | <ul style="list-style-type: none"> Express response to a scribe through speech, pointing or by using an assistive communication device Type on or speak to word processor Speak into tape recorder Use thick pencil or pencil grip Use written notes, outlines, and instructions | <ul style="list-style-type: none"> Express response to a scribe through speech, pointing, or by using an assistive communication device* Type on or speak to word processor with grammar and spell check disabled* Use thick pencil or pencil grip |

Student Characteristic: Reading Disability, Difficulty Decoding

*** See the Assessment Participation and Accommodation Policy for exceptions**

| Category | Accommodations to Consider for Instruction | Accommodations to Consider for Assessments |
|---------------------|--|--|
| Presentation | <ul style="list-style-type: none"> Read aloud Audiotape or CD Screen reader Videotape | <ul style="list-style-type: none"> Read aloud except on some language arts tests* Screen reader or speech to text except on language arts tests* |
| Setting | <ul style="list-style-type: none"> Change location so student does not distract others Use written notes, outlines, and instructions | <ul style="list-style-type: none"> Change location so student does not distract others* |

Student Characteristic: Writing Disability, Difficulty with Spelling

*** See the Assessment Participation and Accommodation Policy for exceptions**

| Category | Accommodations to Consider for Instruction | Accommodations to Consider for Assessments |
|-----------------|--|---|
| Response | <ul style="list-style-type: none"> Express research to a scribe through speech Type on or speak to word processor Speak into tape recorder Use spelling and grammar assistive devices (e.g., electronic spelling device, spell check on computer) Use written notes, outlines, and instructions | <ul style="list-style-type: none"> Express response to a scribe through speech* Type on or speak to word processor with grammar & spell check disabled* |

| Student Characteristic: Mathematics Disability | | |
|---|---|--|
| * See the Assessment Participation and Accommodation Policy for exceptions | | |
| Category | Accommodations to Consider for Instruction | Accommodations to Consider for Assessments |
| Response | Use: <ul style="list-style-type: none"> • Calculation devices • Visual organizers • Graphic organizers • Math tables and formula sheets | Use: <ul style="list-style-type: none"> • Calculation devices (Texas Instrument 86 or lower)* • Visual organizers • Student-generated graphic organizers* |

| Student Characteristic: Easily Distracted, Short Attention Span | | |
|---|---|---|
| * See the Assessment Participation and Accommodation Policy for exceptions | | |
| Category | Accommodations to Consider for Instruction | Accommodations to Consider for Assessments |
| Presentation | <ul style="list-style-type: none"> • Use books on tape or recorded books to help focus on text • Give short and simple directions with examples | |
| Response | <ul style="list-style-type: none"> • Write in text booklet instead of on answer sheet • Monitor placement of student responses on answer sheet • Use materials or devices used to solve or organize responses • Use visual organizers • Use graphic organizers • Highlight key words in directions • Have student repeat and explain directions to check for understanding • Use template • Use graph paper to keep number in proper columns | <ul style="list-style-type: none"> • Write in test booklet instead of on answer sheet • Use materials or devices used to solve or organize responses • Use visual organizers • Use student-generated graphic organizers* • Highlight key words in directions • Have student repeat and explain directions to check for understanding • Use template • Use graph paper to keep numbers in proper columns |
| Setting | <ul style="list-style-type: none"> • Sit in front of room • Change location to reduce distractions | <ul style="list-style-type: none"> • Sit in front of room • Change location to reduce distractions* |
| Timing and Scheduling | <ul style="list-style-type: none"> • Use short segment test booklets (when available) • Allow for multiple or frequent breaks • Schedule in class tests in the morning • Cue student to begin working and stay on task • Change testing schedule or order of subtests • Limit reading periods • Schedule activities requiring more seat time in the morning and more hands-on and physical activities in the afternoon • Divide long-term assignments | <ul style="list-style-type: none"> • Use short segment test booklets (when available) • Allow for multiple or frequent breaks* • Schedule tests in the morning* • Cue student to begin working and stay on task • Change testing schedule or order of subtests* |

| Student Characteristic: Physical Disability * See the Assessment Participation and Accommodation Policy for exceptions | | |
|---|--|--|
| Category | Accommodations to Consider for Instruction | Accommodations to Consider for Assessments |
| Response | <ul style="list-style-type: none"> Express response to a scribe through speech, pointing, or by using an assistive communication device Type on or speak to word processor Speak into tape recorder Write in text booklet Use augmentative devices for single or multiple messages (e.g., BIG Mack, Jelly Bean switch, or Dynovox) Use written notes, outlines, and instructions | <ul style="list-style-type: none"> Express response to a scribe through speech, pointing, or by using an assistive communication device* Type on or speak to word processor with grammar & spell check disabled* Write in test booklet instead of on answer sheet Use augmentative devices for single or multiple messages (e.g., BIG Mack, Jelly Bean switch, or Dynovox) |
| Setting | <ul style="list-style-type: none"> Change location to increase physical access Change location to access special equipment | <ul style="list-style-type: none"> Change location to increase physical access* Change location to access special equipment* |
| Timing and Scheduling | <ul style="list-style-type: none"> Extended time Multiple or frequent breaks | <ul style="list-style-type: none"> Extended time except on some subtests of the Iowa Tests* Multiple or frequent breaks* |

(This document is a work in progress. Any suggestions would be greatly appreciated. Send suggestions to Wendy Carver, Special Education Assessment Specialist at USOE, at wendy.carver@schools.utah.gov)